

Public and Catholic District School Board Writing Partnerships

Course Profile Hospitality and Tourism

Grade 11
Workplace Preparation
TFH3E

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Public and Catholic District School Board Writing Teams –

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Course Overview

Hospitality and Tourism, Grade 11, Workplace Preparation, TFH3E

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, Technological Education, 2000*

Course Description

This course focuses on, hospitality and tourism activities, equipment, and facilities as well as food preparation and management. Students learn to prepare, present, and serve food, and to plan, manage, and promote activities, using the necessary equipment. Throughout the course they learn the fundamentals of providing high-quality service and ensuring customer satisfaction. Students study the occupational health and safety standards and laws regulating the hospitality and tourism industry. They also explore the industry's social and environmental impacts and identify possible career paths.

How This Course Supports the Ontario Catholic School Graduate Expectations

The role of Technological Education in the Catholic faith community is to enable students to develop and utilize their gifts and talents while creating products that benefit others in a way that models Gospel values. The focus of the curriculum is to enable students to develop a responsible work ethic which examines and evaluates the use of resources and the relevance to customer satisfaction. Process and results are emphasized to ensure that students create products and provide services that recognize our God-given responsibility to respect the dignity and value of the individual and the community.

Course Notes

Teaching and learning approaches address all of the areas of technological education, including knowing, doing, designing, testing, building, and evaluating. Students use projects as a means of achieving these expectations. They are provided with a combination of information and experience that prepares them to make informed choices about the use of various technologies, how to use technology wisely, and how to solve technological problems.

Students are involved in:

- investigating technological products, systems, and processes;
- gaining knowledge of principles and processes of technology;
- exploring needs that can be met through technology;
- creating and evaluating alternatives and modification in relation to these needs;
- developing safe and efficient work habits;
- making products that satisfy defined specifications and standards of quality and safety;
- making connections between technology and society (past, present, and future);
- assessing related career opportunities and requirements;
- developing confidence to contribute to a technological society.

Teachers address safety/censorship on the Internet at the start of the course by implementing their school board's policies regarding appropriate student use and access to Internet services.

In planning and delivering technological education programs, there should be an open, collaborative, activity-based approach to teaching that accommodates students' interests, aspirations, and learning styles. Teachers and students plan activities to ensure that they are meaningful and relevant to students' needs and the requirements of the curriculum. Activities are designed to include both individual and team approaches. Technological activities often require individuals to work collaboratively while undertaking a variety of roles and tasks.

Teachers should work collaboratively with colleagues to plan and deliver curriculum. Teachers can contribute individual expertise in the various areas of technology to ensure the successful implementation of the technological education curriculum. Course content may be integrated with other parts of the school's program.

Units: Titles and Time

Unit 1	Hospitality and Tourism Industry: Boom or Bust?	20 hours
* Unit 2	Hospitality and Tourism Industry: The Customer Rules!	20 hours
Unit 3	Hospitality and Tourism Industry: Food and Beverage Sector	30 hours
* Unit 4	Hospitality and Tourism Industry: Management and Promotion	20 hours
Unit 5	Hospitality and Tourism Industry: My Workplace!	20 hours

* These units are fully developed in this Course Profile.

Unit Descriptions and Overviews

Unit 1: Hospitality and Tourism Industry: Boom or Bust?

Time: 20 hours

Unit Description

This activity introduces students to the depth and breadth of the tourism and hospitality industry. The tourism and hospitality industry is comprised of eight distinct but related sectors, i.e., accommodation, attractions, adventure and recreation, travel trade, food and beverage, transportation, events and conferences, tourism services. In small groups, students identify and explore local, regional and provincial hospitality and tourism within the eight sectors. Students investigate the social, economic, and environmental impacts on the hospitality and tourism industry. Cooperative work strategies, critical evaluation, and problem-solving help students make decisions in light of Gospel values with an informed moral conscience.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1.1	TFV.01, TF1.01, TF1.02, TF4.02; CGE2a, CGE2b	Knowledge Communication	The eight sectors in the hospitality and tourism industry
1.2	TFV.04, TF1.03, TF1.06; ICV.01, IC1.01; CGE2b, CGE2c, CGE4f	Inquiry Communication Application	Interdependency between sectors
1.3	TFV.04, TF1.05, TF1.07; ICV.01, IC1.02; CGE4f, CGE5e	Inquiry Communication Application	Local, regional and provincial focus on sectors
1.4	TFV.04, TF1.04; ICV.01, IC1.03; CGE7I, CGE7f	Knowledge Inquiry Communication Application	The boom: ecotourism and adventure tourism

Unit 2: Hospitality and Tourism Industry: The Customer Rules!

Time: 20 hours

Unit Description

This unit introduces students to the safety and sanitation regulations which must be implemented by the food service operation. Students examine the implication these regulations have on the clients' needs, interests and satisfaction. Students apply this knowledge to develop skills in customer service. Through this understanding, students demonstrate a positive sense of self and respect for the welfare and dignity of others.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
2.1	SPV.01, SP1.04, SP1.07, SP1.08; CGE2e, CGE3c, CGE4f, CGE5a, CGE5e	Knowledge Inquiry Communication	Customer satisfaction
2.2	SPV.01, SP1.01, SP1.02; CGE2a, CGE7a, CGE7f, CGE7g	Inquiry Communication Application	Customer safety
2.3	SPV.01, SP1.01, SP1.02; CGE2a, CGE7a, CGE7f, CGE7g	Knowledge Communication Application	Safety in the workplace
2.4	1CV.02, 1C2.02, 1C2.03; CGE2e, CGE3c, CGE4f, CGE7b	Knowledge Inquiry Communication Application	A helping hand
2.5	SPV.02, SP1.05, SP1.06, SP1.07; CGE2a, CGE3c, CGE4a, CGE4f, CGE7a	Knowledge Inquiry Communication	Up front and personal

Unit 3: Hospitality and Tourism Industry: The Food and Beverage Sector

Time: 30 hours

Unit Description

Food preparation is designed to serve as a learning tool and reference for acquiring the knowledge and skills required in the food and beverage industry. This unit offers the students the opportunity to develop essential food preparation, presentation, and service skills in a food lab environment. Students realize the importance of respect, cooperation, and teamwork when working with others. They work with equipment using safety procedures to adhere to Health and Safety industry standards. Through the understanding and application of these standards, the student demonstrates a positive sense of self and respect for the welfare of others and the environment.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
3.1	ICV.02TFV.02, TFV.03, TF3.01, TF3.02, TF3.03, TF3.04I; C2.01, IC2.02, IC2.03, IC2.04; CGE2a, CGE2b, CGE3c	Knowledge Inquiry Communication Application	Kitchen safety and sanitation
3.2	TFV.01, TFV.03, TF2.01, TF2.02, TF2.03, TF4.01; SP1.03, SP2.03; CGE2c, CGE4a, CGE7i	Knowledge Inquiry Communication Application	Kitchen resources
3.3	TFV.02, TFV.03; SPV.02, SP2.01, SP2.02, SP2.03, SP2.04, SP2.05, SP2.06; ICV.02, IC2.04CGE4b, CGE4f, CGE5e, CGE5f	Knowledge Inquiry Communication Application	Food preparation and presentation

Unit 4: Hospitality and Tourism Industry: Management and Promotion

Time: 20 hours

Unit Description

In this unit students further their knowledge of the hospitality and tourism industry through the exploration of marketing and publicity. Students identify the objectives and principles of advertising campaigns. They research current examples and assess the effectiveness of these campaigns. Principles learned are applied to student-designed advertising campaigns for school and community events. Students are given many opportunities to improve computer skills through research, reporting and design. Students record time spent on marketing designs in daily logs. A friendly marketing team competition provides students with a sense of the competitive nature of the hospitality and tourism industry.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
4.1	SPV.03, SP3.01 CGE 4f	Knowledge	Research and analysis
4.2	SPV.03, SP3.03 CGE 4d, CGE 5e	Inquiry Communication	Research and presentation
4.3	SPV.03, SP3.04, SP3.05 CGE 4c, CGE 4a	Knowledge Inquiry Application	Research and design
4.4	SPV.03, SP3.02, SP3.05 CGE 2c, CGE 3b, CGE 3e	Knowledge Inquiry Communication Application	Run food-oriented school event

Unit 5: Hospitality and Tourism Industry: My Workplace!

Time: 20 hours

Unit Description

Students explore career possibilities within the Hospitality and Tourism industry, then determine whether their interests, skills, and attitudes suit a career in this area. As money is often a determining factor in accepting a job, students investigate the salary structures in the different sectors of the industry. Students apply moral and ethical values in the determination of their workplace.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
5.1	ICV.03, IC3.01, IC3.05; CGE2a, CGE2e	Knowledge Inquiry	Hospitality and the salary scale
5.2	ICV.03, IC3.02, IC3.04; CGE1I, CGE3d, CGE3e, CGE5d	Knowledge Inquiry Communication	Career paths in hospitality
5.3	ICV.03, ICV.04, IC3.03; CGE2c, CGE2e, CGE4g, CGE4f, CGE5c	Inquiry Application	Where do I see myself working in hospitality?

Teaching/Learning Strategies

Brainstorming – group generation of initial ideas expressed without criticism or analysis.

Buddy System – linking of students for peer/cross age support.

Case Study – investigation of real and simulated issues.

Class Discussion – active participation of students by taking turns while discussing current issues.

Collaborative/Cooperative Learning – small group learning providing high levels of student engagement and interdependence.

Computer-assisted Learning – use of the computer to learn new material or to review/reinforce material previously learned.

Conferencing/Discussion – student-to-student discussion and teacher-to-student discussion to encourage confidence and motivation to success in all learners.

Demonstration – practical showing or explanation of how something works or is made.

Design Process – problem solving approach using a prescribed process involving a number of steps.

Field trips – tangible examples of food service operations and work sites.

Foods Service Preparation Labs – application by students of industry standards in food safety, sanitation, time planning, preparation, and presentation of food products.

Guest Speakers – the use of the knowledge and experience of professionals in order to increase students' understanding of the real world and how it relates to course content.

Handouts/worksheets – formation of a resource book of information for students to draw on.

Homework – an extension of classroom learning.

Independent Study – exploration and research of a topic interesting to students.

Issue Based Analysis – the use of current issues to develop the skills of synthesis and analysis.

Journal Writing – the practice of expressing ideas, experiences, questions, reflections, personal understanding or new learning in written form on a regular basis.

Learning Centres - the use of assigned spaces where learning activities are provided which promote choice, thought, exploration, and interaction.

Mind Map – the representation of physical, demographic, and numerical data through visual formats to show relationships among ideas.

Note Making – recording of information for a variety of purposes.

Problem Solving Strategies – working through problems.

Problem Solving – model for helping students to identify and work through a design process.

Report/Presentation – oral, visual, and written presentation of researched topic to class or community.

Research – various models of investigation.

Socratic Lesson – oral presentation of information by the teacher.

Theological Reflection – examination by students of issues in relation to spiritual understanding as it reflects on them individually, in their families and in their communities.

Assessment & Evaluation of Student Achievement

Assessment Strategies

Paper-and-Pencil Tests

- Activity/answer sheets
- Ongoing quizzes
- Final evaluation (tests and final exam)

Performance Assessment

- Assigned exercises
- Checklists
- Worksheets
- Log/journal entries
- Product Assessment
- Presentation
- Finished product checklists
- Career Research project
- Portfolios

Personal Communication

- Classroom Discussion
- Conferencing
 - Student-teacher
 - Teacher-group
- Self/peer assessment
- Daily log/journal
- Ongoing verbal feedback
- Critique

Teacher Observation

- Formal/informal

Reflection

- Self/peer assessment
- Log/journal

Assessment Tools

- Checklists
- Marking schemes
- Quizzes/Tests
- Rubrics/Rating Scales
- Anecdotal comments with suggestions for improvement

Evaluation of Student Achievement Assessment Methods

- *Diagnostic*: occurs at the beginning of a term, a unit of study, or whenever information about prior learning is useful.
- *Formative*: during learning; ongoing feedback to the teacher and student about the quality of learning and the effectiveness of instruction.
- *Summative*: usually carried out at the end of a learning process; may include evaluation.

Assessment Techniques

Activities based in this course are, to a large degree, skill oriented. Students are to develop skills reflected in the expectations set by the curriculum. It is against these expectations that student achievement is measured.

Assessment of skill development involves focusing on both the process and the product. Checklists are commonly used to identify the operational steps of the process, whether it be creating a travel brochure in a desktop publishing activity or preparing and delivering a meal. Significant aspects of the completed product or service are identified and assessed on a rated scale. Checklists and rating scales are available to students on the first day of the course. These checklists and scales provide both the student and teacher with an up-to-date and ongoing means of monitoring the level of achievement attained. Students are encouraged to use them for self-assessment as they strive for acceptable standards of competence. Teacher/student discussions clarify the standards that are expected. Peer assessment, especially during group work, also helps to clarify expectation achievement.

Self-assessment helps students develop a sense of responsibility for their own learning. It encourages students to reflect on their growth and learning, giving them a sense of where they have been, where they are, and where they are going.

When self-assessment and peer assessment occur with teacher guidance, students are provided with feedback to their work besides that of the teacher. Through modelling and coaching, teachers can help students provide constructive and supportive feedback to themselves and to one another.

The use of performance tests as a method for assessing the achievement of a skill by a student is both valid and effective.

A variety of assessment techniques are used in the evaluation process. The vocabulary used in test questions should reflect correct technical terminology. The option for oral testing and student demonstrations of acquired skills can be used. Although students are encouraged to write answers in proper sentence form, questions and answers that involve diagrams are effective assessment instruments in technological education. The ability to combine skill and knowledge successfully in practical work tasks is demonstrated by students in their planning and implementation of projects, work assignments, and problem-solving activities. Daily teacher observation of the student's achievement on assignments is a technique for assessing progress in these areas.

How Assessment Strategies Will Be Used to Determine Final Course Mark

Assessment instruments are designed to provide information about student achievement. Learning skills, effort, punctuality and recorded absences are reported separately and are not considered in the determination of the percentage grade. Assessment instruments may be used in more than one achievement category. The final grade is determined using the weighting below as a guideline to reflect the student's most consistent performance level.

Final Course Grade

Final Evaluation <ul style="list-style-type: none"> • Formal Exam • Practical Assignment 	30%
Term Evaluation <ul style="list-style-type: none"> • Knowledge/Understanding <ul style="list-style-type: none"> • Unit/Activity tests • Quizzes • Unit Exercises • Thinking/Inquiry <ul style="list-style-type: none"> • Assignments/Worksheets • Unit Projects • Independent Research (Career) • Unit Exercises • Communication <ul style="list-style-type: none"> • Unit Exercises • Presentations • Application <ul style="list-style-type: none"> • Unit Labs/Projects 	70%
TOTAL	100%

Accommodations

The teachers using this course profile must be acquainted with student's Individual Education Plans (IEPs) and their unique learning characteristics in order to make the necessary accommodations.

To maintain the principles of Catholic social teaching with regard to the Dignity of the Human Person, accommodations must be made so students do not lose dignity because of disability, poverty, and lack of success, linguistic diversity, or race. The teachers should foster a positive atmosphere accepting of an individual's uniqueness, values, and needs.

There are a wide range of Teaching/Learning Strategies that can be used to meet the needs of all students. Teachers are encouraged to modify and expand teaching strategies to accommodate learning styles.

Accommodations may include the following:

- adapted approaches to assessment;
 - oral testing;
 - student demonstration of acquired skills;
 - written tests designed to suit the reading and writing levels of the students;
- conferencing/discussion;
 - student-to-student discussion and teacher-to-student discussion to encourage confidence and motivation;
- students work with classroom partners and/or peer tutors;
- students act as lab assistants;
- list of terminology, possibly simplified, provided before an activity begins;
- small group learning experiences;
- flexible timelines;
- adapted handouts:
 - larger, easy-to-read font;
 - modified (simplified/advanced) in terms of language and content provided;
- project modification;
- task modifications, e.g., fewer/more web sites, sources, informational items;
- enrichment and extension activities.

Resources

Catholic Resources

Catechism of the Catholic Church. Ottawa: Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

Cowan, Anton (nihil obstat) and Rt. Rev. John Crowley (imprimatur). *The New Jerusalem Bible, Standard Edition*. Toronto: Doubleday, 1998. ISBN 0-385-493-207

Course Development Resources

Blueprints: A Resource Tool for Writing Catholic Secondary School Course Profiles. Catholic Curriculum Cooperative, Central Region.

Choices into Action: Guidance and Career education Program Policy for Ontario Elementary and Secondary Schools, 1999.

Ontario Curriculum, Grades 11 to 12: Technological Education, 2000.

Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.

Ontario Secondary Schools, Grades 9 – 12: Program and Diploma Requirements, 1999.
The Bible For Catholics CD-ROM. Washington: Liguori Publications, 1996. ISBN 0-7648-0065-5
Trafford, Larry. *Educating the Soul: Writing Curriculum for Catholic Secondary Schools.* Toronto: Institute for Catholic Education, 1998. ISBN 0-9699178-5-6

Books

Canadian Restaurant and Food Services Association. *Sanitation Code for Canada's Foodservice Industry.* Toronto: Canadian Restaurant and Food Services Association, 1998.

Dickson Wright, Clarissa. *Food: What We Eat and How We Eat.* England: Ebury Press, 2000.

Donovan, M.D. *Cooking Essentials.* U.S.A.: John Wiley & Sons, 1997. ISBN: 0-471-28717-2

Donovan, Mary. *Careers for Gourmets and Others Who Relish Food.* U.S.A.: NTC Publishing Group, 1993. ISBN: 0-8442-8138-7

Gisslen, Wayne and Mary Ellen Griffin. *Study Guide to Accompany Professional Cooking,* 4th ed. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-32065-X

Gisslen, Wayne. *Professional Cooking,* 4th ed. U.S.A.: John Wiley & Sons, Inc., 1999. ISBN: 0-471-23997-6

Haines, R. Food Preparation. *U.S.A.: American Technical Publishers,* 1988. ISBN: 0-8269-4433-7

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Labensky, S., A. Hause and Fred Malley. *On Cooking.* Prentice Hall Publishers, 1999. ISBN: 0-13-973892-4

Lukins, Sheila. *All Around The World Cookbook.* New York: Workman Publishing, 1994. ISBN 1-56305-237

Mizer/Porter/Sonnier. *Food Preparation for the Professional,* 2nd ed. John Wiley & Sons, 1987. ISBN 0-471-88303-4

Morris, Sallie and Lesley Mackley. *Choosing and Using Spices.* Oxford, Great Britain: Sebastian Kelly, 1999. ISBN1-84081-171-4

Mulherin, Jennifer. *Spices and Natural Flavours.* London: Tiger Books International, 1992. ISBN 1-85501-218-9

Pepper, Michael R. FMP, ed. *Quantity Food Techniques,* 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667506-4

Pepper, Michael R. FMP, ed. *Quantity Food Techniques: Teacher's Resource Guide,* 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667507-2

Pepper, Michael R. FMP. *Customer Service,* 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667508-0

Pepper, Michael R. FMP. *Customer Service,* 2nd ed. New York: Glencoe/McGraw-Hill, 1993. (teacher's resource manual) ISBN 0-02-667509-9

Pepper, Michael R. FMP. *Menu Planning and Cost Control,* 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667502-1

Pepper, Michael R. FMP. *Menu Planning and Cost Control: Teacher's Resource Guide,* 2nd ed. New York: Glencoe/MacMillan/McGraw-Hill, 1993. ISBN 0-02667503-X

Pepper, Michael R. *Starting Your Career in Food Service,* 2nd ed. New York: Glencoe McGraw-Hill, 1993. ISBN 0-02-667513-7

Pepper, Michael R. *Starting Your Career in Food Service, Teachers Resource Guide,* 2nd ed. New York: Glencoe McGraw-Hill, 1993. ISBN 0-02-667514-5

Plawin, Paul. *Careers for Travel Buffs and Other Restless Types*. U.S.A.: NTC Publishing Group, 1992. ISBN: 0-8442-8127-1

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Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-25244-1

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Rande, Wallace L. *Introduction to Professional Foodservice*. Toronto: John Wiley & Sons, Inc., 1995. ISBN 0-471-57746-4

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Ruhlman, Michael. *The Soul of a Chef*. U.S.A.: Penguin Group, 2000. ISBN: 0-670-89155-X

Shannon, Ellen. *Dictionary of Culinary Terms*. New York: Hippocrene Books, 1998. ISBN 0-7818-0692-5

Spicer, Kay. *Multicultural Cooking*. Campbellville, Ontario: Mighton House, 1995. ISBN 0-9695688-2-7

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Canada's Foodservice News. Toronto: Canada's Foodservice News.

Fine Cooking. Newtown, Connecticut: The Taunton Press. ISSN 1072-5121

Gusto, Markham, Ontario, Canada: PLM Imaging Inc. <http://www.gustomagazine.com>

Video

Tourism: A Career with a Future (VHS): Ontario Tourism Education Corporation, 1996.

CD-ROM

Career Cruising. Licensed by the Ministry of Education from Anaca Technologies.

Professional Cooking, 4th Ed. John Wiley & Sons

Cooking Light (MasterCook recipe software). Sierra Software

Websites

All about foods <http://fp.enter.net/~rburk/>
Recipes in the Mastercook Format

All Recipes <http://www.allrecipes.com/>
Recipes, Glossary and General Information

Food Television <http://www.foodtv.com/>
Recipes, Glossary, General Information and Rogers CITC partner

What it takes to work in Tourism and Hospitality <http://www.whatworksonline.com/core/tourhosp.html>
Hospitality Net <http://www.hospitalitynet.nl/>

The Internet resource for the global hospitality industry
Quintessential Careers http://www.quintcareers.com/hospitality_jobs.html
Job search in hospitality and tourism with specified salary
Hospitality and Tourism Resources (print and video)
http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/paa/tourism
Catholic Social Teaching <http://www.coc.org/coc/cst.html>
Resources for teachers and links for Catholic social teaching
Educational Computing Organization of Ontario (ECOO) <http://www.ecoo.org/mainmenu.html>
Resources for teachers and links to other educational sites
Educational Network of Ontario (ENO) <http://www.enoreo.on.ca/>
Resources for teachers and links to other educational sites
Ontario Curriculum Clearinghouse (OCC) <http://www.curriculum.org>
Ministry approved resources, course profiles, and links to other educational sites
Ontario Ministry of Education <http://www.edu.gov.on.ca/>
Ministry site with up to date information and useful links
School Net <http://www.schoolnet.ca/>
Learning resources, programs, and links to other educational sites
TV Ontario (Edulinks) <http://www2.tvo.org/edulinks/>
Resources for teachers and links to other educational sites
TV Ontario (Pdonline) <http://www.tvo.org/pdonline/>
Professional development for teachers on line with links to other useful educational sites
TV Ontario (OESS) <http://www2.tvo.org/oess/>
Ontario Education Software Service – Ministry licensed educational software
Agriculture and Agri-Food Canada www.agr.ca/deptinfe.html
The goal of the Department of Agriculture and Agri-Food is to help the agriculture and agri-food sector maximize its contribution to Canada's economic and environmental objectives and achieve a safe, high-quality food supply
Canadian Centre for Occupational Health and Safety www.CCOHS.ca
Promoting safe and healthy work environments
Canadian Food Inspection Agency www.cfia-acia.agr.ca/english/toc.html
The Agency's mission is to provide safe food, consumer protection, and market access
Canadian Restaurant and Food Service Association www.crfa.ca/
Journal for the Canadian food service industry
Food Path www.foodpath.com.au/links.htm
Resources for global food industry professionals
Health Canada www.hc-sc.gc.ca/english/food.htm
Health Canada is the federal department responsible for helping the people of Canada maintain and improve their health. A good source for information on food safety
Ontario Ministry of Labour www.gov.on.ca/lab/main.htm
Information on OCHS legislation, health and safety guidelines, preventing injury
St. John's Ambulance Canada www.sja.ca/english/content/new.html
First aid information, calendar of courses offered

OSS Considerations

The Grade 11 Hospitality and Tourism Technology course is designated as a Technological Education, Part A, Broad-Based Technology program. This course is designated a workplace preparation course and comprises a set of expectations that are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. (See the *Ontario Curriculum, Grades 9 and 12: Program Planning and Assessment, 2000* for a description of the different types of secondary school courses). Students can use this course as a compulsory credit (1 additional credit from Science [Grade 11 or Grade 12] or Technological Education [Grades 9-12]), or as an optional credit.

Students are introduced to practical aspects of hospitality technology. The curriculum provides opportunities for students to undertake hands-on practical activities, as well as to conduct research and analysis. There is a wide range of Teaching/Learning Strategies and Accommodations where the needs of all students are met.

Ontario secondary school graduates are expected to be technologically literate as described in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*. This means they should be able to understand and apply technological concepts, to use computers in various applications, and to analyse the implications of a wide range of technologies for individuals and society.

To ensure that all students in the province have equal opportunity to achieve their full potential, the education system must be free from discrimination and must provide all students with a safe and secure environment, so that they can participate fully and responsibly in the educational experience. Anti-discrimination education, equity/social justice issues, conflict resolution/violence prevention, community partnerships, and faith development are addressed in the course. These support the Ontario secondary school board policies as well as the Ontario Catholic School Graduate Expectations.

Career exploration is aligned with *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*.

Coded Expectations, Hospitality and Tourism, Grade 11, Workplace Preparation, TFH3E

Theory and Foundation

Overall Expectations

TFV.01 · identify the eight sectors of the hospitality and tourism industry – accommodation, adventure tourism/recreation, food and beverage, transportation, travel trade, events and conferences, attractions, and tourism services;

TFV.02 · identify the characteristics of a variety of foods;

TFV.03 · describe food product handling, storage, and preparation techniques;

TFV.04 · demonstrate familiarity with the equipment and facilities used in the hospitality and tourism industry.

Specific Expectations

Industry Services and Sectors

TF1.01 – describe the eight sectors of the tourism industry;

TF1.02 – describe the services offered by each of the sectors of the hospitality and tourism industry;

TF1.03 – describe interdependent hospitality and tourism services;

TF1.04 – explain the goals of ecotourism and adventure tourism;

TF1.05 – identify the sectors of the tourism industry that are prominent in the province, the region, and the local community;

TF1.06 – identify businesses and industries that benefit from the tourism industry or that owe their existence to it;

TF1.07 – identify local tourism facilities and describe how they attract people.

Knowledge of Foods

TF2.01 – describe commonly used ingredients in cooking and baking;

TF2.02 – list the basic nutritional values of a variety of products;

TF2.03 – identify different herbs and spices.

Handling of Foods

TF3.01 – explain the effect of temperature changes on food;

TF3.02 – apply National Sanitation Code cleanliness standards during the handling, storage, and preparation of products;

TF3.03 – identify the causes and describe the effects of food poisoning;

TF3.04 – describe the purpose of the Public Health Act and the Food and Drug Act.

Equipment and Facilities

TF4.01 – demonstrate a familiarity with a variety of equipment related to hospitality and tourism;

TF4.02 – identify a variety of accommodation facilities.

Skills and Processes

Overall Expectations

SPV.01 · manage activities, equipment, and personnel effectively to provide service to customers;

SPV.02 · apply correctly principles related to the preparation, presentation, and service of food products;

SPV.03 · prepare effective publicity campaigns.

Specific Expectations

Customer Service

- SP1.01** – identify and describe the safe use, set-up, and maintenance of equipment used in a variety of activities;
- SP1.02** – relate equipment to client needs and interests;
- SP1.03** – control product reception, handling, storage, and rotation effectively;
- SP1.04** – explain the importance of teamwork in providing customer service;
- SP1.05** – apply correctly standards of personal hygiene and grooming;
- SP1.06** – explain the importance of uniforms in the hospitality and tourism industry;
- SP1.07** – meet the needs of customers;
- SP1.08** – explain the importance of providing respect for people with a variety of needs.

Food Preparation and Presentation

- SP2.01** – prepare simple recipes using available ingredients;
- SP2.02** – describe cooking and baking procedures and concepts;
- SP2.03** – describe regional food products in terms of availability and variety;
- SP2.04** – measure quantities correctly in both imperial and metric units;
- SP2.05** – convert recipes correctly to increase or decrease their yield;
- SP2.06** – prepare vegetables, stocks, soups, sauces, meat, poultry, fish, seafood, and a variety of desserts.

Marketing and Publicity

- SP3.01** – identify the objectives of advertising campaigns;
- SP3.02** – apply principles of advertising for school and special events;
- SP3.03** – assess a marketing campaign for a local tourism attraction in terms of its effectiveness in attracting customers;
- SP3.04** – apply the principles of marketing to design a tourism campaign for a local event;
- SP3.05** – use computer software to prepare and present publicity and marketing documents.

Impact and Consequences

Overall Expectations

- ICV.01** · describe social, economic, and environmental impacts of the hospitality industry;
- ICV.02** · describe and, where appropriate, apply industry standards of health and safety for the use of materials, tools, and equipment in the hospitality and tourism industry;
- ICV.03** · identify career possibilities in the hospitality and tourism industry;
- ICV.04** · identify the individual personality traits and skills that lend themselves to a career in tourism.

Specific Expectations

Social, Economic, and Environmental Impacts

- IC1.01** – describe the social and economic impact of new products and modern technologies on the industry;
- IC1.02** – explain how the eight sectors of the tourism industry affect the national, provincial, and local economies;
- IC1.03** – describe environmentally friendly disposal procedures for waste food products and packaging (e.g., composting, recycling).

Health and Safety

IC2.01 – identify the safety factors that must be considered in the workplace;

IC2.02 – use a first-aid kit correctly;

IC2.03 – describe types of emergency situations that can occur in the hospitality and tourism industry and the kind of assistance required in each case to ensure safety;

IC2.04 – identify and, where appropriate, apply health and safety acts and regulations that pertain to the hospitality and tourism industry.

Education, Training, and Career Opportunities

IC3.01 – identify a range of occupations in the tourism industry;

IC3.02 – identify trades and professions in hospitality and tourism and the training and education related to each;

IC3.03 – determine whether their interests, skills, and attitudes suit a career in a tourism occupation;

IC3.04 – describe possible career paths in the tourism industry;

IC3.05 – identify the factors that affect salary structures in the different sectors of the tourism industry.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 2: Hospitality and Tourism Industry: The Customer Rules!

Time: 20 hours

Unit Description

This unit introduces students to the safety and sanitation regulations which must be implemented by the food service operation. Students examine the implication these regulations have on the clients' needs, interests, and satisfaction. Students apply this knowledge to develop skills in customer service. Through this understanding, students demonstrate a positive sense of self and respect for the welfare and dignity of others.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
2.1. Customer Satisfaction	240 min	SPV.01, SP1.04, SP1.07, SP1.08; CGE2e, CGE3c, CGE4f, CGE5a, CGE5e	Knowledge Inquiry Communication Application	- Group discussion - Mind-mapping - Group teamwork exercise - Group brainstorm activity - Worksheet (small groups) - Pencil-and-paper quiz
2.2. Customer Safety	300 min	SPV.01, SP1.01, SP1.02; CGE2a, CGE7a, CGE7f, CGE7g	Knowledge Communication Application	- Review customer satisfaction (Unit 2.1) - Group discussion - Teacher demonstration of equipment - Quizzes - Student demonstration of equipment
2.3. Safety in the Workplace	240 min	TFV.03, TF3.04; ICV.02, IC2.01, IC2.04; CGE2a, CGE7a	Knowledge Inquiry Communication Application	- Class discussion - Identification - Guest Speaker - Newspaper article search - Paper-and-pencil Test
2.4. A Helping Hand	240 min	ICV.02, IC2.02, IC2.03; CGE2e, CGE3c, CGE4f, CGE7b	Knowledge Inquiry Communication Application	- Class brainstorming activity - Class discussion - Teacher presentation of collected articles on emergency situations - Small group work - Teacher-small group conference - Safety manual - Guest speaker - Student demonstration of first aid procedures
2.5. Up Front and Personal	180 min	SPV.02, SP1.05, SP1.06, SP1.07; CGE2a, CGE3c, CGE4a, CGE4f, CGE7a	Knowledge Inquiry Communication	Teacher presentation of pictures/slides of various styles of clothing Class discussion Small group brainstorming activity Guest speaker

Activity 2.1: Customer Satisfaction

Time: 4 hours

Description

Customer satisfaction is an important aspect of the hospitality and tourism industry. Repeat customers will develop only if the customer leaves the event/activity satisfied. In this activity, students recognize the importance of satisfying a customer. Students realize that customer satisfaction is achieved through teamwork, respect, and an understanding of customer needs and interest. Through interaction in the learning strategies utilized in this activity, students demonstrate skills as an interdependent team member, respect and sensitivity towards the contributions of others.

Strand(s) & Learning Expectations

Strand(s): Skills and Processes, Impact and Consequences

Overall Expectations

SPV.01 - identify activities, equipment, and personnel effectively to provide service to customers.

Specific Expectations

SP1.04 - explain the importance of teamwork in providing customer service;

SP1.07 - meet the needs of customers;

SP1.08 - explain the importance of providing respect for people with a variety of needs.

Ontario Catholic School Graduate Expectations

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;

CGE5a - works effectively as an interdependent team worker;

CGE5e - respects the rights, responsibilities, and contributions of self and others.

Prior Knowledge & Skills

Students should:

- be familiar with brainstorming techniques:
 - to complete mind mapping activity;
 - to list activities associated with the hospitality and tourism industry;
- have collaborative/cooperative group skills:
 - to complete mind-mapping activity;
 - to list activities associated with the hospitality and tourism industry;
- have effective verbal skills to participate in discussion/group work.

Planning Notes

- It is expected that all students' work contain positive images of race, gender, and religion. All stereotypes, acts of violence, sexual themes, or use of profanity in student work is unacceptable.
- Students are expected to compile notes, handouts, and tests and add them to their student manual
Unit 2: Hospitality and Tourism: The Customer Rules.
- Photocopy handout Appendix 2.1.1 – Customer Assessment
- Arrange for those props required to complete the teamwork exercise, Appendix 2.1.2.
- Gather pencil crayons/markers and chart paper to complete Appendix 2.1.3 – Teamwork on the Job.

- Gather appropriate biblical text, e.g., Luke 6:36-37, Matthew 25:35, Matthew 25:45-46, and print on an overhead.
- Develop quiz based on customer satisfaction, types of customers and their needs and interests, respect, and teamwork.

Teaching/Learning Strategies

1. Through a teacher-directed activity, students:
 - discuss importance of satisfying a customer;
 - complete a mind map of types of customers one may encounter in the hospitality and tourism industry.
2. In small groups, students complete Appendix 2.1 – Customer Assessment.
3. As a class, small groups share and discuss the information on their Customer Assessment chart.
4. The teacher leads class through an exercise that stresses teamwork and respect (Appendix 2.2).
Note: students are not informed that this is a teamwork and respect exercise.
5. Students brainstorm a list of various activities associated with the hospitality and tourism industry.
6. In small groups, students
 - select one of the listed activities;
 - record various jobs associated with the activity;
 - draw and label a circle for each job recorded around the phrase “Customer Satisfaction” (Appendix 2.3);
 - colour code each job circle;
 - using the colour assigned to each job, draw connecting lines between jobs which have direct/indirect influence on the achievement of customer satisfaction.
7. Small groups come together to share findings.
8. Read overhead with biblical text, e.g., Luke 6:36-37, Matthew 25:35, Matthew 25:45-46.
9. The teacher ask the class what the common denominators are, i.e., teamwork and respect between the teamwork exercise, the customer satisfaction activity, and the biblical text.
10. Through a teacher-directed activity, students:
 - define teamwork and respect;
 - discuss - importance of teamwork and respect to customer satisfaction;
- how teamwork and respect are achieved and maintained with regards to customer satisfaction.
11. Students complete quiz on customer satisfaction, types of customers and their needs and interests, respect, and teamwork.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Discussion	Participation	Diagnostic	Knowledge
Mind-Mapping Activity	Checklist	Diagnostic	Knowledge
Teamwork Exercise	Participation	Diagnostic	Communication
Brainstorm Activity	Checklist	Diagnostic	Knowledge
Group Work	Customer Assessment Chart, Customer Satisfaction Handout	Formative	Knowledge, Communication, Inquiry
Pencil-and-paper Quiz	Marking Scheme	Summative	Knowledge, Application

Accommodations

- Teachers should be acquainted with students' Individual Education Plans (IEPs) and their unique learning characteristics in order to make the necessary accommodations.
- Students with special needs can be given appropriate information sheets for the completion of this activity.
- Peer tutor is offered to students who need extra help.
- Modification of handout and timelines and peer mentoring for those students where required.

Resources

Catholic Resources

Catechism of the Catholic Church. Ottawa: Canadian Conference of Catholic Bishops, 1994. ISBN 0-88997-281-8

Cowan, Anton (nihil obstat) and Rt. Rev. John Crowley (imprimatur). *The New Jerusalem Bible, Standard Edition*. Toronto: Doubleday, 1998. ISBN 0-385-493-207

Books

Pepper, Michael R. FMP. *Customer Service*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. ISBN 0-02-667508-0

Pepper, Michael R. FMP. *Customer Service*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. (Teacher's Resource Manual) ISBN 0-02-667509-9

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc. (Teacher's Resource Manual), 1999. ISBN 0-471-33029-9

Powers, Tom and Clayton W. Barrows. *Introduction to the Hospitality Industry*, 4th ed. Toronto: John Wiley & Sons, Inc., 1999. ISBN 0-471-25244-1

Rande, Wallace L. *Introduction to Professional Foodservice*. Toronto: John Wiley & Sons, Inc., 1995. ISBN 0-471-57746-4

Woodbury, Debbie ed. *Providing Personalized Customer Service*. Menlo Park, California: Crisp Publications, 1999. ISBN 1-56052-518-5

Periodicals and Magazines

Food Service and Hospitality. Toronto, Canada: Kostuch Publications Ltd.

Canada's Foodservice News. Toronto: Canada's Foodservice News.

Websites

What it takes to work in Tourism and Hospitality

<http://www.whatworksonline.com/core/tourhosp.html>

Hospitality Net (The Internet resource for the global hospitality industry)

<http://www.hospitalitynet.nl/>

Quintessential Careers (Job search in hospitality and tourism with specified salary)

http://www.quintcareers.com/hospitality_jobs.html

Hospitality and Tourism Resources (print and video)

http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/paa/tourism

Canadian Restaurant and Food Service Association – Journal for the Canadian food service industry
www.crfa.ca

Activity 2.2: Customer Safety

Time: 5 hours

Description

Customer safety must be a priority in hospitality and tourism activities due to the wide assortment of equipment used. In this activity, students identify a variety of equipment associated with activities in the hospitality and tourism industry. Students learn to properly set up, use, and maintain equipment. Students recognize the importance and accountability of properly handling equipment to meet the needs and interests of the customer. Note: Demonstration of use, safe handling, and maintenance of various equipment will be completed throughout the course, where applicable.

Strand(s) & Learning Expectations

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

SPV.01 - manage activities, equipment and personnel effectively to provide service to customers.

Specific Expectations

SP1.01 - identify and describe the safe use, set-up and maintenance of equipment used in a variety of activities;

SP1.02 - relate equipment to client needs and interests.

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values.

CGE7a - acts morally and legally as a person formed in the Catholic tradition;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society;

Prior Knowledge & Skills

Students should:

- review previous notes and handouts on customer satisfaction (Unit 2.1: Customer Satisfaction);
- have effective verbal skills to participate in discussion;
- have appropriate writing skills to complete quizzes.

Planning Notes

- It is expected that all student work contain positive images of race, gender, and religion. All stereotypes, acts of violence, sexual themes, or use of profanity in student work is unacceptable.
- Students are expected to compile notes, handouts, and tests and add them to their student manual
Unit 2: Hospitality and Tourism: The Customer Rules.
- Organize equipment for:
 - student identification;
 - demonstration of use, safe-handling and maintenance where applicable.
- Develop various quizzes on safe use, handling, and maintenance of equipment to be administered when needed.
- Organize time for student demonstration of safe use, handling, and maintenance of equipment where and when applicable.

Teaching/Learning Strategies

1. The teacher conducts a review on:
 - types of customer;
 - customers' needs and interests.
2. Students brainstorm – equipment used to meet the needs and interests of the customer.
3. Students and teacher discuss how one's moral and ethical responsibilities are reflected in the proper handling of equipment used to meet a customer's needs and interests.
4. As the course progresses, the teacher demonstrates the use, safe handling, and maintenance of various equipment where applicable.
5. Students:
 - complete quizzes on the use, safe-handling and maintenance of various equipment used throughout the course;
 - demonstrate how to safely use, handle and maintain various equipment used throughout the course.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category Of Achievement Chart
Review	Participation Student Notes	Diagnostic	Knowledge Communication
Brainstorming Activity	Participation	Diagnostic	Knowledge Communication
Pencil-and-paper Quiz	Marking Scheme	Summative	Knowledge
Equipment Demonstration	Various Equipment	Summative	Knowledge Application

Accommodations

- Teachers should be acquainted with students' Individual Education Plans (IEPs) and their unique learning characteristics in order to make the necessary accommodations.
- Students with special needs can be given appropriate information sheets for the completion of this activity.
- Peer tutor is offered to students who need extra help.
- Modification of handout and peer mentoring for those students where required.

Resources

Catholic Resources

Catechism of the Catholic Church. Ottawa: Canadian Conference of Catholic Bishops, 1994.
ISBN 0-88997-281-8

Books

Gisslen, Wayne. *Professional Cooking*, 4th ed. U.S.A.: John Wiley & Sons, Inc., 1999.
ISBN: 0-471-23997-6

Haines, R. *Food Preparation*, U.S.A.: American Technical Publishers, 1988. ISBN: 0-8269-4433-7

Kenneth C. Wolfe. *Cooking for the Professional Chef*. Delmar Publishers, 1982 ISBN 0-8273-1903-7

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ISBN 0-471-57746-4

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Ray, Mary Frey and Evelyn Jones Lewis. *Teacher's Resource Binder: Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668491-8

Periodicals and Magazines

Food Service and Hospitality. Toronto, Canada: Kostuch Publications Ltd.

Canada's Foodservice News. Toronto: Canada's Foodservice News.

Websites

Canadian Centre for Occupational Health and Safety – Promoting safe and healthy work environments.
www.CCOHS.ca

Health Canada

www.hc-sc.gc.ca/english/food.htm

Health Canada is the federal department responsible for helping the people of Canada maintain and improve their health. A good source for information on food safety.

Activity 2.3: Safety in the Workplace

Time: 4 hours

Description

To ensure safety in the workplace, management and service workers must have knowledge and understanding of the regulations and acts associated with health and safety. In this activity, students investigate those health and safety acts and regulations linked to the hospitality and tourism industry. Students identify and examine those aspects of the acts and regulations, specifically Public Health Act and Food and Drug Act, that must be addressed by individuals working within the industry. Throughout this activity, students recognize the importance of acting morally and legally as a person formed in Catholic traditions.

Strand(s) & Learning Expectations

Strand(s): Theory and Foundation, Skills and Processes, Impact and Consequences

Overall Expectations

TFV.03 - describe food product handling, storage, and preparation techniques;

ICV.02 - describe and, where appropriate, apply industry standards of health and safety for the use of materials, tools and equipment in the hospitality and tourism industry.

Specific Expectations

TF3.04 - describe the purpose of the Public Health Act and the Food and Drug Act;

IC2.01 - identify safety factors that must be considered in the workplace;

IC2.04 - identify and, where appropriate, apply health and safety acts and regulations that pertain to the hospitality and tourism industry.

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE7a - acts morally and legally as a person formed in the Catholic tradition.

Prior Knowledge & Skills

Students should:

- have effective verbal skills to participate in discussions;
- have effective questioning techniques to ask guest speaker(s) questions;
- have research skills for newspaper articles.

Planning Notes

- It is expected that all student work contain positive images of race, gender, and religion. All stereotypes, acts of violence, sexual themes, or use of profanity in student work is unacceptable.
- Students are expected to compile notes, handouts, and tests and add them to their student manual
Unit 2: Hospitality and Tourism: The Customer Rules.
- Acquire copies of the Public Health Act and the Food and Drug Act.
- Develop handout based on these two Acts for student use.
- Create/Locate situations or scenarios relating to contents of the Acts.
- Arrange for a guest speaker.
- Arrange for room/facility for guest speaker.
- Book computer/library time for researching and Internet use.

Teaching/Learning Strategies

1. The teacher introduces students to various health and safety acts and regulations to include:
 - Public Health Act;
 - Food and Drug Act;
 - purpose;
 - content;
 - explanation of the content using example situations and scenarios.
2. The teacher and students identify and discuss factors which contribute to establishing a safe environment for the customer, recognizing the importance of acting morally and legally as a person formed in Catholic traditions.
3. Students suggest and invite guest speakers to address various factors which contribute to a safe environment for the customer.
4. Students are encouraged to direct questions and queries to the guest speaker.
5. Students:
 - search articles, e.g., newspaper, dealing with safety issues in the hospitality and tourism industry;
 - record personal experiences dealing with safety issues in the hospitality and tourism industry;
6. As a class, students share and discuss their findings.
7. Students complete a test.

Assessment & Evaluation of Student Achievement

Assessment/Evaluation is based on:

Task/Product	Tool	Purpose	Category of Achievement Chart
Discussion	Participation	Diagnostic	Knowledge Communication
Guest Speaker	Participation	Diagnostic	Knowledge Communication
Newspaper Article Search	Newspaper Articles	Formative	Knowledge Inquiry
Paper-and-pencil Test	Marking Scheme	Summative	Knowledge Application

Accommodations

- Teachers should be acquainted with students' Individual Education Plans (IEPs) and their unique learning characteristics in order to make the necessary accommodations.
- Students with special needs can be given appropriate information sheets for the completion of this activity.
- Peer tutor is offered to students who need extra help.
- Modification of handout and timelines, and peer mentoring for those students where required.

Resources

Catholic Resources

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Ray, Mary Frey and Evelyn Jones Lewis. *Teacher's Resource Binder: Exploring Professional Cooking*, 4th ed. New York: Glencoe/McGraw-Hill, 1996. ISBN 0-02-668491-8

Government Resources

Ministry of Labour. *Occupational Health and Safety Act and Regulations for Industrial Establishments*. Queen's Printer, 1991. ISBN 0-7729-8920-6

Periodicals and Magazines

Food Service and Hospitality. Toronto, Canada: Kostuch Publications Ltd.

Canada's Foodservice News. Toronto: Canada's Foodservice News.

Websites

Canadian Centre for Occupational Health and Safety – Promoting safe and healthy work environments.
www.CCOHS.ca

Canadian Food Inspection Agency

www.cfia-acia.agr.ca/english/toc.html

The Agency's mission is to provide safe food, consumer protection, and market access.

Canadian Restaurant and Food Service Association

www.crfca.ca

Journal for the Canadian food service industry

Health Canada

www.hc-sc.gc.ca/english/food.htm

Health Canada is the federal department responsible for helping the people of Canada maintain and improve their health. A good source for information on food safety.

Ontario Ministry of Labour

www.gov.on.ca/lab/main.htm

Information on OCHS legislation, health and safety guidelines, preventing injury

Human Resources

Guest speaker(s) to address various factors which contribute to a safe environment for the customer.

Activity 2.4: A Helping Hand

Time: 4 hours

Description

Injury, no matter how minor, can occur at anytime. Aid to the injured party is determined by the injury sustained and the knowledge of the person administering first aid. Students, in this activity, describe emergency situations that can occur in the hospitality and tourism industry and the type of assistance required in each situation to ensure the safety, dignity, and welfare of the client. As well, students will learn how to correctly use the contents of a first aid kit and demonstrate first aid procedures.

Strand(s) & Learning Expectations

Strand(s): Skills and Processes, Impact and Consequences

Overall Expectations

ICV.02 - describe and, where appropriate, apply industry standards of health and safety for the use of materials, tools, and equipment in the hospitality and tourism industry.

Specific Expectations

IC2.02 - use a first aid kit correctly;

IC2.03 - describe types of emergency situations that can occur in the hospitality and tourism industry and the kind of assistance required in each case to ensure safety.

Ontario Catholic School Graduate Expectations

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE7b - accepts accountability for one's own actions.

Prior Knowledge & Skills

Students should:

- be familiar with brainstorming techniques to list emergency situations;
- have collaborative/cooperative group skills to complete safety manual;
- have critical thinking skills to analyse emergency situations;
- have effective verbal skills to participate in discussion/group work;
- have effective writing skills to complete safety manual.

Planning Notes

The teacher should:

- collect articles on emergency situations that have occurred in the hospitality and tourism industry;
- arrange for a guest speaker from St. John's Ambulance or The Red Cross;
- arrange suitable classroom/facility for guest speaker;
- develop a sample copy of a safety manual.

Teaching/Learning Strategies

- As a class, brainstorm and list emergency situations which can occur in the hospitality and tourism industry.
- As a class, discuss ways to handle and prevent these emergency situations while ensuring the dignity and welfare of the individual(s) involved.
- The teacher presents collected articles on emergency situations that have occurred in the hospitality and tourism industry.
- As a class, discuss how each emergency situation was handled in the article.
- In small groups, students develop a safety manual to include an emergency situation, its handling and prevention for each sector of the hospitality and tourism industry.
- The teacher holds a teacher-small group conference to discuss progress.
- Small group safety manual is handed in for teacher evaluation.
- Invite a guest speaker from St. John Ambulance or The Red Cross, to demonstrate the proper contents of a first aid kit and first aid procedures.
- Students evaluate the contents of the classroom first aid kit and make suggestions for improvement.
- With the supervision of guest speaker, students, in pairs, demonstrate first aid procedures.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Brainstorming	Participation	Diagnostic	Knowledge Communication
Small Group Work (emergency situations)	Participation	Diagnostic	Knowledge Inquiry Communication
Safety Manual	Rubric	Formative	Knowledge Inquiry Communication Application
Guest Speaker	Participation (first aid kit and first aid procedures)	Formative	Knowledge Inquiry Communication Application

Accommodations

- Teachers should be acquainted with students' Individual Education Plans (IEPs) and their unique learning characteristics in order to make the necessary accommodations.
- Students with special needs can be given appropriate information sheets for the completion of this activity.
- Peer tutor is offered to students who need extra help.
- Modification of handout and timelines, and peer mentoring for those students where required.
- Student-to-student discussion and teacher-to-small group conferencing should occur throughout the project.

Resources

Catholic Resources

Catechism of the Catholic Church. Ottawa: Canadian Conference of Catholic Bishops, 1994.
ISBN 0-88997-281-8

Books

Canadian Restaurant and Food Services Association. *Sanitation Code for Canada's Foodservice Industry*. Toronto: Canadian Restaurant and Food Services Association, 1998.

Pepper, Michael R. FMP. *Customer Service*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993.
ISBN 0-02-667508-0

Pepper, Michael R. FMP. *Customer Service*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. (Teacher's Resource Manual) ISBN 0-02-667509-9

Rande, Wallace L. *Introduction to Professional Foodservice*. Toronto: John Wiley & Sons, Inc., 1995.
ISBN 0-471-57746-4

St. John Ambulance. *First on the Scene: The Complete Guide to First Aid and CPR*. Canada.
ISBN 0-929006-89-5

Woodbury, Debbie ed. *Providing Personalized Customer Service*. Menlo Park, California: Crisp Publications, 1999. ISBN 1-56052-518-5

Human Resources

Guest Speaker from St. John Ambulance or The Red Cross

Activity 2.5: Up Front and Personal

Time: 3 hours

Description

When customers require assistance at an establishment, they want to easily recognize an individual who can administer to their needs. This is usually achieved by the outward appearance of the service worker at the establishment. In this activity, students investigate the moral and ethical roles that personal hygiene, grooming, and uniforms play in providing suitable customer service.

Strand(s) & Learning Expectations

Strand(s): Skills and Processes, Impact and Consequences

Overall Expectations

SPV.02 - apply correctly principles related to the preparation, presentation and service of food products.

Specific Expectations

SP1.05 - apply correctly standards of personal hygiene and grooming;

SP1.06 - explain the importance of uniforms in the hospitality and tourism industry;

SP1.07 - meet the needs of customers.

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE7a - acts morally and legally as a person formed in Catholic traditions.

Prior Knowledge & Skills

Students should:

- be familiar with brainstorming techniques to discuss “Why do companies have policies regarding personal appearance and clothing style?”;
- have collaborative/cooperative group skills;
- have critical thinking skills to analyse clothing style, hairstyles and personal appearance as to their suitability to specific jobs in the hospitality and tourism industry;
- have effective verbal skills to participate in discussion/group work.

Planning Notes

The teacher should:

- collect pictures or slides of individuals in various styles of clothing;
- arrange for a guest speaker(s) from the hospitality and tourism industry to address dress code issues;
- arrange suitable classroom/facility for guest speaker.

Teaching/Learning Strategies

- The teacher displays pictures or shows slides of individuals in various styles of clothing.
- Through discussion, students analyse clothing style, hairstyles and personal appearance as to their suitability to specific jobs in the hospitality and tourism industry.
- The teacher leads class discussion on the moral and ethical impact clothing styles, personal hygiene, and grooming have on customer service.

- In small groups, students brainstorm “Why do companies have policies regarding personal appearance and clothing style?”
- Invite a guest speaker(s) to personalize the issue of dress codes in the hospitality and tourism industry.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Discussion	Analysis	Diagnostic	Knowledge Inquiry Communication
Brainstorm Activity	Participation	Diagnostic	Knowledge Inquiry Communication
Guest Speaker	Participation	Formative	Inquiry Communication

Accommodations

- Teachers should be acquainted with students’ Individual Education Plans (IEPs) and their unique learning characteristics in order to make the necessary accommodations.
- Students with special needs can be given appropriate information sheets for the completion of this activity.
- A peer tutor is offered to students who need extra help.

Resources

Catholic Resources

Catechism of the Catholic Church. Ottawa: Canadian Conference of Catholic Bishops, 1994.
ISBN 0-88997-281-8

Books

Pepper, Michael R. FMP. *Customer Service*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993.
ISBN 0-02-667508-0

Pepper, Michael R. FMP. *Customer Service*, 2nd ed. New York: Glencoe/McGraw-Hill, 1993. (Teacher’s Resource Manual) ISBN 0-02-667509-9

Rande, Wallace L. *Introduction to Professional Foodservice*. Toronto: John Wiley & Sons, Inc., 1995.
ISBN 0-471-57746-4

Woodbury, Debbie ed. *Providing Personalized Customer Service*. Menlo Park, California: Crisp Publications, 1999. ISBN 1-56052-518-5

Human Resources

Guest Speaker from the hospitality and tourism industry to address dress code issues

Appendix 2.1.1

Customer Assessment

Instructions

- list types of customers in the appropriate column
- indicate the concerns, i.e., needs and interests, which a hospitality and tourism establishment should address.

Types of Customers	Concerns to be Addressed by the Hospitality and Tourism Establishment
<i>Vegetarian adolescent</i>	<i>no animal product menu, price, interesting and fun menu, atmosphere of establishment, quick</i>

Appendix 2.1.2

Teamwork/Respect Exercises

Island Activity

- Inform the class that they have become shipwrecked in shark-infested waters. Their only chance of survival is a nearby island, onto which they must all fit.
- The island is a bed sheet or blanket.
- Students must all fit on the “island”. No part of them is to touch the “water” (floor).
- Once this is accomplished, students get off the “island.”
- The teacher folds a small section of the sheet/blanket to make the “island” smaller.
- The teacher informs the class that they are once again shipwrecked in shark-infested waters and must all fit on the “island.” Students need to think of how to achieve this.
- This is repeated until it is no longer feasible to fit all students on the “island.”

Untangle the Linked Hands

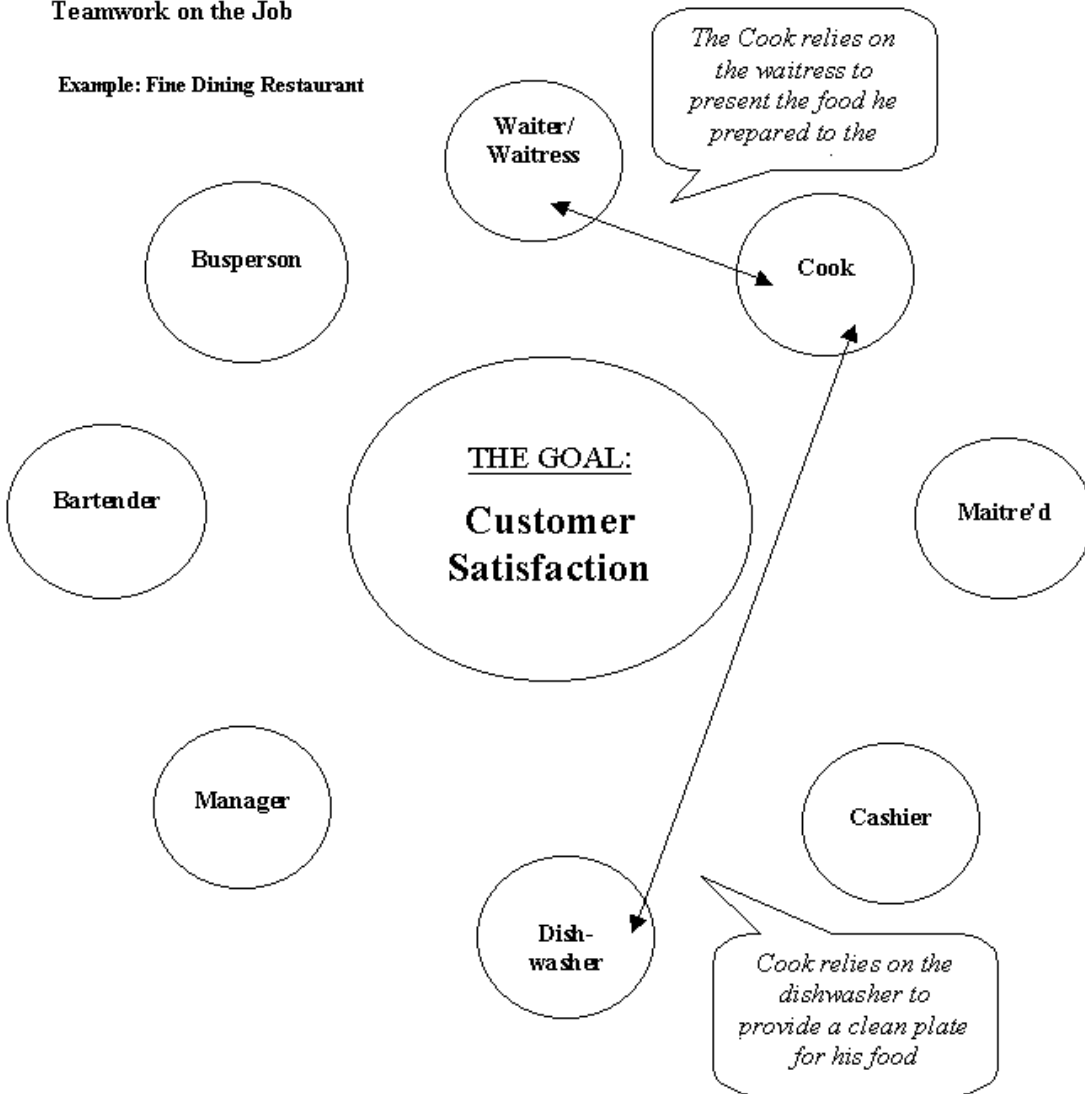
- As a group, students link hands with one another. A student cannot link both hands to the same person.
- Students must now untangle themselves without breaking clasped hands.

The teacher may choose to use an alternate exercise that centres on teamwork and respect.

Appendix 2.1.3

Teamwork on the Job

Example: Fine Dining Restaurant



Unit 4: Hospitality and Tourism Industry: Management and Promotion

Time: 20 hours

Unit Description

Students further their knowledge of the hospitality and tourism industry through the exploration of marketing and publicity. Students identify the objectives and principles of advertising campaigns. They research current examples and assess the effectiveness of these campaigns. Principles learned are applied to student-designed advertising campaigns for school and community events. Students are given many opportunities to improve computer skills through research, reporting, and design. Students record time spent on marketing designs in daily logs. A friendly marketing team competition provides students with a sense of the competitive nature of the hospitality and tourism industry.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
4.1. The Primary Goal of Marketing	150 min	SPV.03, SP3.01	Knowledge	- Engage in group brainstorm activity - Complete worksheets (in pairs and individually)
4.2. Looking to the Community for Examples of Effective Marketing	150 min	SPV.03, SP3.03	Inquiry Communication	- Engage in group brainstorm activity - Perform Internet research - Presentation in groups
4.3. A Community Event: Designing a Marketing Plan	420 min	SPV.03, SP3.04, SP3.05	Knowledge Inquiry Application	- Conduct Internet research - Complete daily log - Participate in field trip - Design a marketing campaign (print ad)
4.4. A School Event: Design and Application of Marketing Plan	480 min	SPV.03, SP3.02, SP3.05	Knowledge Inquiry Communication Application	- Complete daily log - Engage in group brainstorm activity - Design marketing campaign - Create brochure and poster - Run food-oriented school event - Compare and contrast activity

Activity 4.1: The Primary Goal of Marketing

Time: 150 minutes

Description

Students are introduced to the concept of marketing through an introductory brainstorm activity that can also serve as a diagnostic assessment. The teacher leads a discussion on the primary goal of marketing, i.e., knowing the who, what, why, where, when, and how of consumer behaviour. Students examine sample print advertisements using the “5 Ws and How” to become familiar with the basic nature of advertising campaigns. Further discussion is directed at the reasons behind marketing and how products/businesses can be promoted.

Strand(s) & Learning Expectations

Strand(s): Skills and Processes

Overall Expectations

SPV.03 - prepare effective publicity campaigns.

Specific Expectations

SP3.01 - identify the objectives of advertising campaigns.

Prior Knowledge & Skills

- Effective verbal skills
- Teamwork, time-management and communication skills
- Critical thinking skills
- Collaborative/cooperative learning skills
- Familiarity with brainstorming techniques
- Collaborative/cooperative group skills

Planning Notes

- Prepare a definition of marketing on an overhead transparency.
- Prepare copies of Appendix A – The Primary Goal of Marketing (The 5 Ws and How) for distribution to the class.
- Prepare an overhead transparency of Appendix B – Taking a Closer Look at Event Marketing (Promotion).
- Prepare copies of Appendix B – Taking a Closer Look at Event Marketing (Promotion) for distribution to the class.
- Collect samples of print advertisements of local events currently being promoted.
- Prepare lecture on reasons why we market and how we can market.
- Prepare copies of Appendix D – Cooperative Brainstorming Self- and Peer Assessment Checklist for distribution to the class.

Teaching/Learning Strategies

- In small groups, the students brainstorm a definition of marketing. The teacher compares the group definitions to the actual definition presented on an overhead to the class.
- Students complete Appendix D – Cooperative Brainstorming Self- and Peer Assessment Checklist.
- The teacher distributes copies of Appendix A – The Primary Goal of Marketing (The 5 Ws and How).
- The teacher leads a discussion about the primary goal of marketing, i.e., The 5 Ws and How (see Appendix A).
- The teacher distributes copies of a sample print advertisement of an event currently being promoted in the local area to pairs of students. Each pair completes the Appendix B – Taking a Closer Look at Event Marketing (Promotion) Worksheet. The class engages in a discussion about what information was found. The teacher asks the class to grade the ad as a highly effective, effective, somewhat effective, or ineffective marketing tool.
- Each student finds a sample advertisement relating to the hospitality and tourism industry and completes Appendix B – Taking a Closer Look at Event Marketing (Promotion), identifying the “who, what, why, where, when, and how” information.
- The teacher provides information on why we market, e.g., to create a need for the product, to create an awareness of the business, to create or increase product recognition, etc., and how we can market.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Brainstorming Activity	Checklist	Diagnostic	Knowledge
Analyse Sample Advertisement	Appendix B – Taking a Closer Look at Event Marketing (Promotion)	Formative	Knowledge

Accommodations

- Consult students' Individual Education Plans (IEPs) and meet with the appropriate special education teachers in order to be able to implement prescribed modifications and accommodations.
- Provide a written copy of discussion notes on why we market and marketing definition.
- Provide one-on-one assistance as required.
- Monitor students' progress frequently to identify need for remediation.
- Allow for extended time to complete worksheet activity.

Resources

Harrison, Lynn C. and Winston Husbands, ed. *Practising Responsible Tourism: International Case Studies in Tourism Planning, Policy, and Development*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-12236-X

Marketing Practices and Principles. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1995. Student Edition. ISBN 0-02-635601-5.

Marketing Practices and Principles. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1995. Teacher's Annotated Edition. ISBN 0-02-635602-3.

Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Student Edition. ISBN 0-02-640601-2

Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Teacher's Wraparound Edition. ISBN 0-02-640602-0

Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Teacher's Classroom Resources. ISBN 0-02-640632-2

Websites

KnowThis.com www.knowthis.com/general/marketingbasics.htm

Information on the basics and principles of marketing (links to similar resources)

KnowThis.com www.knowthis.com/academic/marketinged.htm

Marketing education and teaching ideas; one link provides understanding the psychology behind customer behaviour as it relates to the food industry

Saskatchewan Internet Educational Services

http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/paa/tourism30

Detailed course descriptions, lesson ideas and resources on hospitality and tourism

Activity 4.2: Looking to the Community for Examples of Effective Marketing

Time: 150 minutes

Description

Students develop a rubric using the knowledge obtained about marketing in Activity 1: The Primary Goal of Marketing to assess a marketing campaign for a local tourism attraction in terms of its effectiveness in attracting customers. Students present their findings about effective marketing strategies from their researched community event. The student-developed rubric will be used in Activity 4.3: A Community Event: Designing a Market Plan and Activity 4.4: A School Event: Design and Application of Marketing Plan to assess the effectiveness of their own advertising campaigns.

Strand(s) & Learning Expectations

Strand(s): Skills and Processes

Overall Expectations

SPV.03 - prepare effective publicity campaigns.

Specific Expectations

SP3.03 - assess a marketing campaign for a local tourism attraction in terms of its effectiveness in attracting customers.

Prior Knowledge & Skills

- Effective verbal skills
- Teamwork, time-management, and communication skills
- Critical thinking skills
- Collaborative/cooperative learning skills
- Familiarity with brainstorming techniques
- Collaborative/cooperative group skills
- Computer/Internet skills

Planning Notes

- Invite a guest speaker from a local tourism attraction.
- Prepare a worksheet based on criteria outlined in Appendix C – Guest Speaker Preparation and provide a copy for each group.
- Prepare copies of the Appendix D – Cooperative Brainstorming Self and Peer Assessment Checklist for distribution to the class.
- Collect samples of rubrics with different “phrasing”.
- Arrange access to the school computer resource centre to allow students to conduct an Internet search of local tourism attractions.
- Prepare a rubric for group research and presentation.
- Develop a checklist for the student-developed rubric.

Teaching/Learning Strategies

1. The teacher reviews the primary goals of marketing. See Appendix A – The Primary Goal of Marketing (The 5 Ws and How).
2. Using the worksheet based on criteria outlined in Appendix C – Guest Speaker Preparation, students work in small groups to prepare a list of questions about effective marketing strategies to ask a guest speaker from a local tourism attraction.

3. After the guest speaker has answered the group’s questions, the students assess themselves and their peers on their cooperative efforts during the guest speaker preparation. See Appendix D – Cooperative Brainstorming Self- and Peer Assessment Checklist.
4. Students brainstorm ways to assess the effectiveness of an advertising campaign. The teacher discusses the rubric and provides examples as an excellent tool for measuring the effectiveness of advertising campaigns.
5. The teacher divides class into six groups and assigns one of the following: who, what, why, where, when or how from Appendix E – Assessing the Effectiveness of an Advertising Campaign Checklist. The groups develop the “phrasing” for each level of their part of the rubric.
6. In groups, students research on the Internet the marketing of a local tourism attraction. Using the previously developed rubric, the groups assess and evaluate the effectiveness of the marketing campaign and present their findings.
7. Using the rubric, students re-evaluate the first sample print ad that they graded in Activity 4.1: The Primary Goal of Marketing. Students re-assess the ad to see if their initial grade, made without an assessment tool, was justified.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Guest Speaker Preparation	Appendix D – Cooperative Brainstorming Self and Peer Assessment Checklist	Formative	Inquiry
Student-Developed Rubric	Checklist	Formative	Inquiry Communication
Group Research And Presentation (use of student-developed rubric)	Rubric for Group Research And Presentation	Formative	Communication Application

Accommodations

- Provide one-on-one assistance as required.
- Allow for extra time to complete computer activity.
- Consult students’ Individual Education Plans (IEPs) and meet with the appropriate special education teachers in order to be able to implement prescribed modifications and accommodations.
- Select groups to optimize success.
- For enrichment, students may present their findings in a computer-generated report.

Resources

Marketing Practices and Principles. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1995. Student Edition ISBN 0-02-635601-5

Marketing Practices and Principles. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1995. Teacher’s Annotated Edition ISBN 0-02-635602-3

Impact! Inc.: Sports and Entertainment Marketing Simulation. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill. Student Text ISBN 0-02-640636-5

Impact! Inc.: Sports and Entertainment Marketing Simulation. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill. Teacher’s Manual with Template Disk ISBN 0-02-640637-3

Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Student Edition, ISBN 0-02-640601-2

Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Teacher's Wraparound Edition, ISBN 0-02-640602-0

Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Teacher's Classroom Resources, ISBN 0-02-640632-2

Websites

KnowThis. - com www.knowthis.com/academic/marketinged.htm

Marketing education and teaching ideas; one link provides understanding the psychology behind customer behaviour as it relates to the food industry

Saskatchewan Internet Educational Services

http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/paa/tourism30

Detailed course descriptions, lesson ideas and resources on hospitality and tourism

Human Resources

Guest speaker from an advertising firm;

Guest speaker from a local tourism attraction.

Activity 4.3: A Community Event: Designing a Marketing Plan

Time: 420 minutes

Description

Students apply the primary goals of marketing to design a tourism campaign for a local event. Students use the student-developed rubric from Activity 4.2: Looking to the Community for Examples of Effective Marketing as a guideline for developing an excellent advertising campaign. Students use computer software to prepare a marketing design for the community event. Peer evaluation of marketing designs enhances student learning by introducing different marketing approaches for the same event.

Strand(s) & Learning Expectations

Strand(s): Skills and Processes

Overall Expectations

SPV.03 - prepare effective publicity campaigns.

Specific Expectations

SP3.04 - apply the principles of marketing to design a tourism campaign for a local event;

SP3.05 - use computer software to prepare and present publicity and marketing documents.

Prior Knowledge & Skills

- Cooperative teamwork, time-management, and communication skills
- Critical thinking skills
- Collaborative/cooperative learning skills
- Collaborative/cooperative group skills
- Computer/Internet skills
- Understanding of design process

Planning Notes

- Arrange access to the school computer resource centre to allow students to conduct an Internet search of <http://www.tourism.gov.on.ca/english/calendar/> for current community events, and to research the chosen local community event.
- Prepare copies of Appendix F – Daily Log of Time Spent on Marketing Plan for distribution to the class.
- Arrange a field trip to the local community event being researched, if possible.
- Prepare copies of the student-developed rubric. See Appendix E – Assessing the Effectiveness of an Advertising Campaign Checklist.

Teaching/Learning Strategies

- As a class, students search the Internet for community events currently happening in the local community. Go to <http://www.tourism.gov.on.ca/english/calendar/> to search.
- As a class, students choose one community event for their marketing plan design.
- Students keep a daily log of time spent on the research and design of their marketing plan. See Appendix F – Daily Log of Time Spent on Marketing Plan. **Note:** the assigned project cannot be completed within class time, therefore students are expected to work on the project outside of class.
- In pairs, students search the Internet for information about the chosen community event.
- The class attends the chosen community event. Students further their research and interview people directly involved with the event.
- Using the information gained from Activity 4.1: The Primary Goal of Marketing and Activity and Activity 4.2: Looking to the Community for Examples of Effective Marketing, student pairs design a marketing campaign (print advertisement) for the community event.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Daily Log	Student/Teacher Conference	Formative	Knowledge
Pair Research On Community Event (rough notes)	Student/Teacher Conference	Formative	Inquiry
Marketing Campaign Design (Print Ad)	Student-Developed Rubric	Summative	Application

Accommodations

- Arrange for peer tutoring.
- Provide the option of an oral or written presentation of the marketing plan.
- Provide one-on-one assistance as required.
- Allow for extra time to complete the computer activity.
- Consult students' Individual Education Plans (IEPs) and meet with the appropriate special education teachers in order to be able to implement prescribed modifications and accommodations.
- For enrichment, students may submit a copy of an interview with a person from the local community event.

Resources

Harrison, Lynn C. and Winston Husbands, ed. *Practising Responsible Tourism: International Case Studies in Tourism Planning, Policy, and Development*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-12236-X

Marketing Practices and Principles. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1995. Student Edition, ISBN 0-02-635601-5

Marketing Practices and Principles. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1995. Teacher's Annotated Edition, ISBN 0-02-635602-3

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Impact! Inc.: Sports and Entertainment Marketing Simulation. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill. Teacher's Manual with Template Disk, ISBN 0-02-640637-3

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Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Teacher's Wraparound Edition, ISBN 0-02-640602-0

Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Teacher's Classroom Resources, ISBN 0-02-640632-2

Websites

KnowThis.com

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Information on the basics and principles of marketing (links to similar resources).

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www.knowthis.com/academic/marketinged.htm

Marketing education and teaching ideas. One link provides understanding the psychology behind customer behaviour as it relates to the food industry.

Saskatchewan Internet Educational Services

http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/paa/tourism30

Detailed course descriptions, lesson ideas and resources on hospitality and tourism.

Human Resources

Guest speaker from an advertising firm

Guest speaker from a local tourism attraction

Activity 4.4: A School Event: Design and Application of Marketing Plan

Time: 480 minutes

Description

Theory is put into practice with the design and implementation of a food-oriented school event. Students are placed into marketing teams and are challenged to produce the most effective marketing strategy, i.e., the most successful school event. This activity gives the student a glimpse into the competitive working world of hospitality and tourism as they consider what can be done to make the event more appealing or desirable than the competitor's event. This unit culminates in a final report to be handed in by each marketing team that includes their marketing plan, brochure design, poster design, copy of announcement, and a team reflection page on the effectiveness of their marketing design.

Strand(s) & Learning Expectations

Strand(s): Skills and Processes

Overall Expectations

SPV.03 - prepare effective publicity campaigns.

Specific Expectations

SP3.02 - apply principles of advertising for school and special events;

SP3.05 - use computer software to prepare and present publicity and marketing documents.

Prior Knowledge & Skills

- Effective verbal skills
- Teamwork, time-management and communication skills
- Familiarity with brainstorming techniques
- Critical thinking skills
- Collaborative/cooperative learning skills
- Collaborative/cooperative group skills
- Computer/Internet skills
- Understanding of design process

Planning Notes

- Collect samples of marketing brochures and posters to show to the class as examples of marketing designs.
- Arrange access to a lab/resource centre for word processing and desktop publishing.
- Arrange with administration for students to make announcements about the school events run by the marketing teams.
- Arrange for the use of a room or area for each marketing teams event, e.g., classroom, cafeteria, front foyer, etc.
- Prepare copies of the student-developed rubric from Activity 4.3: A Community Event: Designing a Market Plan for assessment and evaluation of the print ads designed for their school event.
- Prepare a checklist for the assessment and evaluation of the school events run by the marketing teams.
- Prepare a rubric for the final report on the marketing design for a school event.

Teaching/Learning Strategies

- As a class, students brainstorm ideas about marketing and running a food-oriented school event, e.g., bake sale, staff luncheon, ethnic/holiday/theme food sale, etc. **Note:** the class may decide to market and run an event with revenue-generating possibilities. In this case, the number of sales made may be included as part of the assessment.
- Students are grouped into marketing teams made up of four to six students using Appendix G – Puzzle Piece Activity.
- Students keep a daily log of time spent on the research and design of their marketing plan. See Appendix F – Daily Log of Time Spent on Marketing Plan.
- The marketing teams design a marketing plan for the school event chosen by the class and develop an announcement, brochure, and poster about the event.
- Each marketing team runs their event on a separate day.
- The teacher discusses the purpose of a “compare and contrast” activity.
- After all teams have run their event, the teams participate in a “compare and contrast exercise,” i.e., compare the effectiveness of their marketing design to that of the other marketing teams using the student-developed rubric from Activity 4.2: Looking to the Community for Examples of Effective Marketing.
- Each marketing team submits a written report of their marketing, including a marketing plan, brochure design, poster design, copy of announcement, and a team reflection page on the effectiveness of their marketing design.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Daily Log	Student/Teacher Conference	Formative	Knowledge/Inquiry
Marketing Campaign (print ad)	Student-Developed Rubric	Formative	Communication
School Event Run By Marketing Team	Checklist (Self-/Peer/Teacher Assessment)	Summative	Application
Report on Marketing Design	Rubric	Summative	Application

Accommodations

- Provide one-on-one assistance as required.
- Allow for extra time to complete computer activity.
- Consult students’ Individual Education Plans (IEPs) and meet with the appropriate special education teachers in order to be able to implement prescribed modifications and accommodations.
- Organize puzzle piece activity so that teams are organized to optimize success in each group of students. See Appendix G – Puzzle Piece Activity.
- Arrange for a peer tutor or Special Education Assistant, as required.
- Modify the requirements of the written report.
- Allow for extra time to complete the research and reporting.

Resources

Harrison, Lynn C. and Winston Husbands, eds. *Practising Responsible Tourism: International Case Studies in Tourism Planning, Policy, and Development*. Toronto: John Wiley & Sons, Inc., 1996. ISBN 0-471-12236-X

Marketing Practices and Principles. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1995. Student Edition, ISBN 0-02-635601-5

Marketing Practices and Principles. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1995. Teacher's Annotated Edition, ISBN 0-02-635602-3

Impact! Inc.: Sports and Entertainment Marketing Simulation. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill. Student Text, ISBN 0-02-640636-5

Impact! Inc.: Sports and Entertainment Marketing Simulation. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill. Teacher's Manual with Template Disk, ISBN 0-02-640637-3

Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Student Edition, ISBN 0-02-640601-2

Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Teacher's Wraparound Edition, ISBN 0-02-640602-0

Marketing Essentials. Blacklick, Ohio, U.S.A.: Glencoe/McGraw Hill, 1997. Teacher's Classroom Resources, ISBN 0-02-640632-2

Websites

KnowThis.com

www.knowthis.com/general/marketingbasics.htm

Information on the basics and principles of marketing (links to similar resources)

KnowThis.com

www.knowthis.com/academic/marketinged.htm

Marketing education and teaching ideas. One link provides understanding the psychology behind customer behaviour as it relates to the food industry.

Saskatchewan Internet Educational Services

http://www.sasked.gov.sk.ca/curr_inst/iru/bibs/paa/tourism30

Detailed course descriptions, lesson ideas and resources on hospitality and tourism.

Appendix A

The Primary Goal of Marketing (The 5 Ws and How)

The primary goal of marketing is to identify consumer wants and needs and then to meet those wants and needs so well that the product almost “sells itself.” This is true whether the product is a physical good, a service, an idea or in our case, an event. If something has been marketed effectively, customers don’t need much persuading, just friendly service!

Effective marketing is especially difficult when you think about the variety of goods and services that a highly-developed economy can produce and the many kinds of goods and services that consumers want. Before marketers can achieve success, they must become familiar with the who, what, why, where, when, and how of consumer behaviour.

- WHO is the target market?
- WHAT is the target market wanting/needing?
- WHY is the target market wanting/needing?
- WHERE is the target market?
- WHEN is the target market wanting/needing?
- HOW can we meet the target market wants/needs?

We can also use the who, what, why, where, when, and how philosophy to assess the effectiveness of a marketing plan, or for our purpose, the effectiveness of event promotion.

Every ad and every advertising campaign should have clearly defined objectives. These should grow out of the marketing plan. When designing a print ad, keep in mind that the following information should be obvious to the consumer in order for your advertisement to be effective:

WHO is the target market?

- Age
- Sex
- Income
- Class
- Interests
- Habits
- Geographical location
- Ethnic origin

WHAT is being marketed at the event?

- Description of the event
 - specific activities
 - facilities
 - features

Appendix A (Continued)

WHY is the event being marketed?

- For what reason or purpose?
 - fundraiser
 - issue awareness
 - special interest
 - continuing education
 - community building
 - personal growth and development

WHERE is the event located?

- Location
- Clear directions provided
- Web address, if applicable
- Other communications, e.g., phone, fax, or e-mail

WHEN is the event?

- Date
- Time

HOW does this promotion increase desire to attend this event?

- Design
 - font
 - colour
 - images
- Page Layout
- Sponsorship
 - do you identify with any of them?

Appendix B

Taking a Closer Look at Event Marketing (Promotion)

WHO is the target market for the event?

WHAT is being marketed at the event?

WHY is the event being marketed?

WHERE is the event located?

WHEN is the event?

HOW does this promotion increase your desire to attend this event?

Appendix C

Guest Speaker Preparation

This activity can be used to help students deliver thought-provoking questions on the day of the guest speaker's presentation. Students brainstorm in groups to plan what they want to learn from the speaker.

Objectives

Each student group prepares three to four questions that they have agreed upon concerning the guest speaker's topic.

Each question requires more than a yes/no answer.

Lesson Preparation

Divide students into groups of three.

Cluster desks so that group members face one another.

Provide each group with one master sheet.

Assign the following roles to the group members: Recorder, Summarizer, Praiser.

Lesson Set

Task

Produce pertinent questions for the speaker that require more than a yes/no answer using previously taught and reviewed brainstorming techniques.

Positive Interdependence

Each group member has an assigned role. Additionally, each must be able to restate the questions, and understand the meaning of the questions.

Individual Accountability

A member from each group is selected at random to read one of the group's questions and explain what it means. Each group member records the group's final questions in their own notebook.

Criteria for Success

Every group member must be able to restate the questions and explain what they mean. If each group member is successful they each receive a bonus of 5 points.

Specific Behaviours Expected

Students are expected to produce ideas for questions, encourage other group members, stay on task, and listen to others.

Monitoring and Processing

Evidence of Expected Behaviours

The group has written down the questions for the speaker.

Observation Form

The teacher is the observer.

Processing and Feedback

The teacher asks the group to name the three things they did really well and to suggest areas they could work on to improve the group process.

Reference

Joe Mauch, Sorocco Jr/Sr High School; Oak Creek, CO
www.col-ed.org/cur/misc/misc69.txt

Appendix D

Cooperative Brainstorming Self- and Peer Assessment Checklist

	Self-Assessment	Peer Assessment
Group Participation		
Did my fair share of the work		
Did not try to dominate the group or interrupt		
Participated in brainstorming activity		
Staying on Topic		
Paid attention, listened to what was being said and done		
Made comments aimed at getting the group back on topic		
Did not get off the topic or change the subject		
Offering Useful Ideas		
Gave ideas and suggestions that helped the group		
Offered helpful criticism and comments		
Influenced the group's decisions and plans		
Consideration		
Made positive, encouraging remarks about group members and their ideas		
Gave recognition and credit to others for their ideas		
Was considerate of others		
Involving Others		
Got others involved by asking questions, requesting input or challenging others		
Tried to get the group working together to reach group agreements		
Seriously considered the ideas of others		
Communicating		
Spoke clearly, was easy to hear and understand		
Expressed ideas clearly and effectively		
Overall Experience		
This group helped me improve my understanding of the topic/task more than if I had worked alone		
Working with the group was an enjoyable experience		

Appendix E

Assessing the Effectiveness of an Advertising Campaign Checklist

In your group, brainstorm about what an Highly Effective, Effective, Somewhat Effective, or Ineffective advertising campaign would look like in terms of your particular area, i.e., who, what, why, where, when, and how. Develop “phrases” that fit in each appropriate square for your part in the rubric. At the conclusion of this activity, a complete rubric will be developed and then used to assess your own campaigns to be developed in subsequent activities.

	Ineffective Campaign	Somewhat Effective Campaign	Effective Campaign	Highly Effective Campaign
Who Identity of Target Market				
What Description				
Why Purpose				
Where Location Communication				
When Date Time				
How Design Layout				

Example:

How <i>Design</i>	<i>No use of colour or fonts</i>	<i>Colours and fonts are present but their use is not very effective</i>	<i>Colours, fonts, and font size are used in a manner to attract customers</i>	<i>Colours, fonts, and font size are used in a manner to strongly attract customers</i>
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Appendix F

Daily Log Of Time Spent On Marketing Plan

Name: _____ Total Time: _____ minutes

Group Members: _____

Date	What did you do?	How long did it take? (minutes)

Appendix G

Puzzle Piece Activity

The following activity can be used to divide students into marketing teams consisting of four to six students, i.e., groups of just four, five, or six; or combination groups of four, five, and six.

Instruction

Enlarge the puzzle or puzzles to be used and photocopy in amount of student need, i.e., for a classroom of 25 students one may use five copies of the five-member team or two copies of the six-member team, two copies of the four-member team and one copy of the five-member team.

Beginner Puzzle (less time required)

Photocopy each separate puzzle in a different colour. Hand out one puzzle piece to each student. Students locate the members of their group by the colour of their puzzle piece but they still must work together as a group to form the puzzle.

Advanced Puzzle (more time required)

Photocopy all puzzles in the same colour. Hand out one puzzle piece to each student. Students locate the members of their group by attempting to find a fit for their puzzle piece. This involves lots of mingling and trial and error. To reduce activity time, number each puzzle piece according to the amount of pieces in each puzzle, e.g., four-team puzzle, number 1-4, five-team puzzle, number 1-5, etc.

Additional Instruction

Place a time limit on the activity to limit time-wasting. Encourage more active participation by adding a prize to those groups who complete their puzzle.

To optimize success in each group of students, the teacher may want to organize the puzzle piece activity so that certain students inevitably end up in the same group. For example, in the beginner puzzle, hand out individual colour pieces of the puzzle to those students you feel will work well together. This activity allows the teacher to have some control over the groups that are formed without the students feeling the teacher had this intention.

Appendix G (Continued)

If too much time is being taken to complete this activity or your students are getting too frustrated with finding their puzzle match, post a picture of the complete puzzle on the wall or chalkboard as a guideline. Alternatively, the teacher might want to do this secretly as the class is doing the activity, to see if any of the students get the hint.

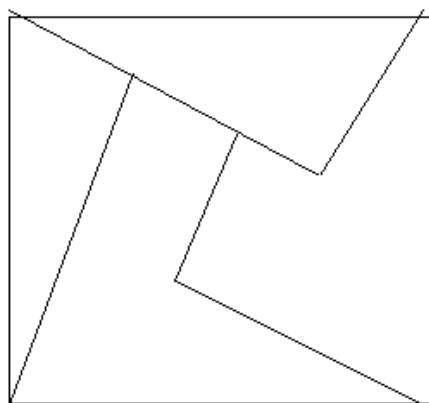
Puzzle Piece Activity

Four-Member Team

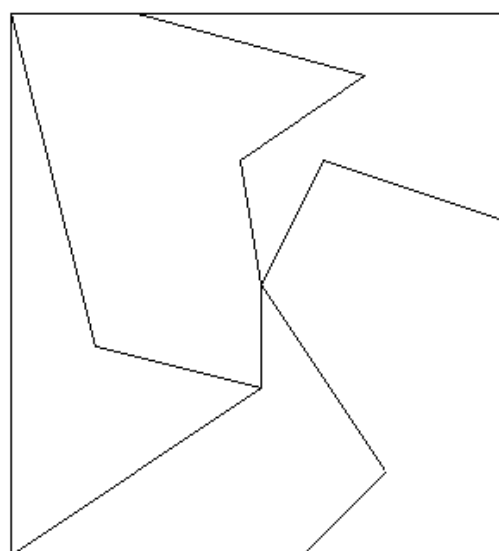
Five-Member Team

Six-Member Team

4-MEMBER TEAM



5-MEMBER TEAM



6-MEMBER TEAM

